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ABSTRACT

The annual report of the initial year of operation of the Nevada Western States Small Schools Project describes the project activities in relation to the implementation and continuing development of programs and the identification of problem areas and possible solutions for small schools. Programs described are: (1) an art-by-telephone programs designed to demonstrate that specialized courses can be taught effectively and that specialized personnel can be used effectively in schools remote from the teaching source; (2) an inservice education program by telelecture designed to demonstrate that college-level courses can be taught simultaneously from a university or college site to widely scattered areas; (3) a specialized inservice education program using the amplified telephone, visuals, prepared materials, etc.; (4) an elementary foreign language project (Project LEEP) designed to determine the effectiveness of certain educational materials needing a minimum of teacher specialization; and (5) a career selection education program designed for smaller high schools to provide the students with information relating to the world of work. Additional major activities include the sponsorship of workshops and demonstrations of an inservice nature to acquaint both teachers and administrators of small schools with emerging technological media, existing educational media, and emerging concepts of instruction. (JH)

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WESTERN STATES SMALL SCHOOLS PROJECT

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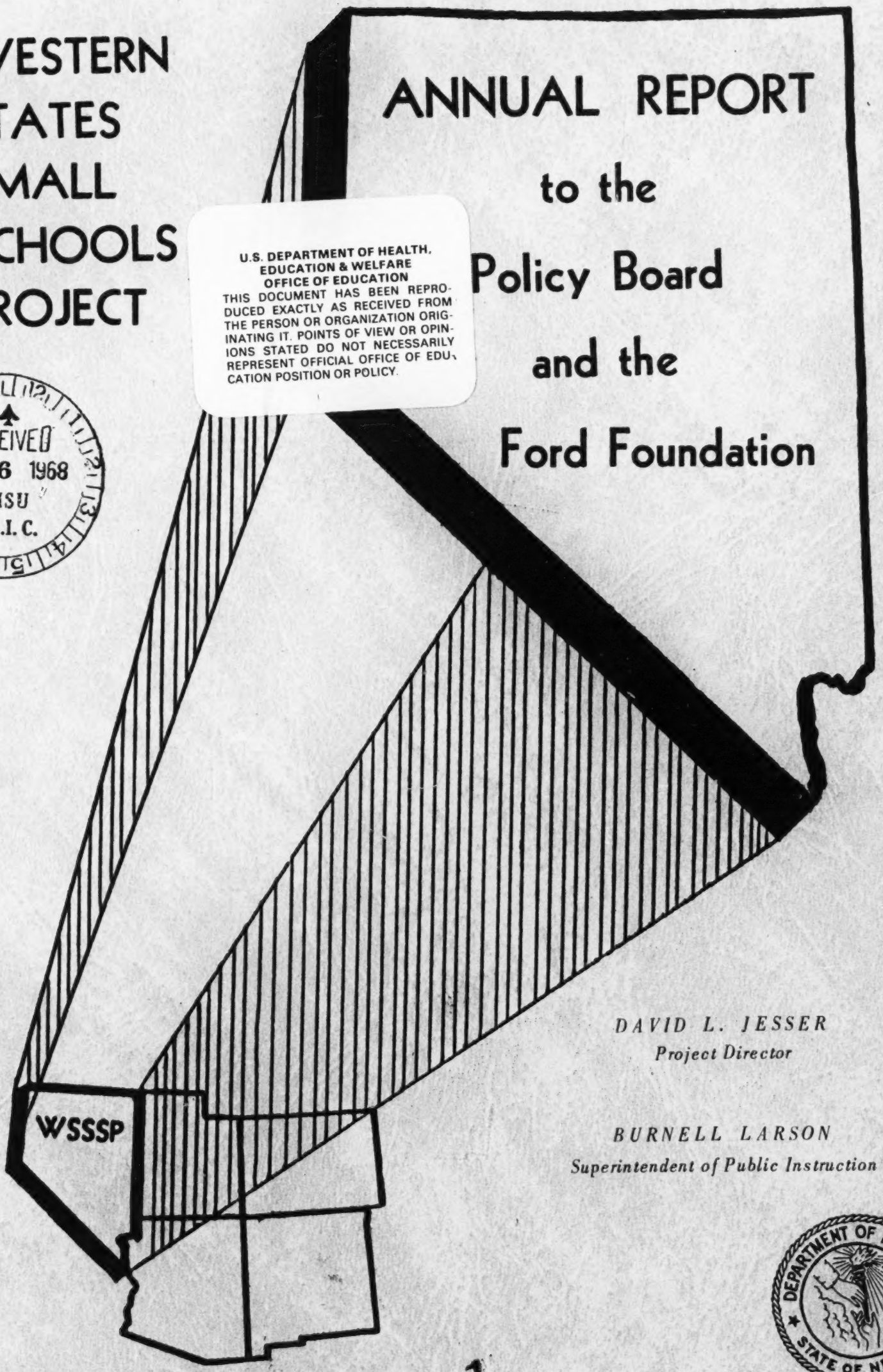

DAVID L. JESSER
Project Director

BURNELL LARSON
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
STATE OF NEVADA

RC 000 237

STATE OF NEVADA
WESTERN STATES SMALL SCHOOLS PROJECT
DEPARTMENT OF EDUCATION
CARSON CITY

ANNUAL REPORT

TO THE

POLICY BOARD

AND THE

FORD FOUNDATION

David L. Jesser

September, 1966

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INTRODUCTION

During the initial year of the current Western States Small Schools Project for Nevada, the efforts and activities of the project staff have been focused along several lines or directions. One direction, as it were, aimed toward immediate implementation of those activities planned for in the project proposal, while another direction led toward development of future activities which could come into being under the aegis of the project in Nevada.

Still other activities have dealt with what might be envisioned as being the multi-state, or regional, nature of the WSSSP. Again, some of the activities relating to the WSSSP _en toto_ have been concerned with implementation and continuing development of programs, while others have been directed toward identification (and possible solutions) to problem areas which remain with the smaller schools of the WSSSP region.

Activities of the type alluded to in the opening paragraph, (_i.e._, those directed toward implementation of plans contained in the proposal) have included the following projects in Nevada:

1. Art-by-Telephone

   A project designed to demonstrate that specialized courses can be effectively taught, and that specialized teaching personnel can be effectively utilized, in schools remote from the teaching source. This project combines the uses of the amplified telephone, conference bridge, coordinated visuals, and periodic visits.

2. In-Service Education by Telelecture

A project designed to demonstrate that college-level courses can be taught simultaneously, from a university or college site, to widely scattered areas. This project utilizes the amplified telephone, conference bridge, prepared tapes, prepared visuals, and textbooks.

3. Specialized In-Service Education

A project designed to demonstrate that specialized assistance can feasibly be provided to smaller, remote schools in which specialized or localized problems exist. This project utilizes the amplified telephone, visuals, prepared materials, reading, etc. (College level)

4. Project LEEP

A project designed to determine the effectiveness of certain educational materials which purport to need a minimum of teacher specialization. This project is in the area of elementary foreign language, and utilizes commercially prepared materials, in-service education, on-site visits (consultation), and other forms of teacher assistance.

5. Career Selection Education Program

A project designed to develop a program, suitable for smaller high schools, which would provide the students with information relating to the world of work (and his relationship to it) in the hope that more rational career choices might be made.

Each of the activities, or projects, listed above are described in detail in subsequent sections. Each has had as its basic purpose the solution of a particuliar problem or problem area common to most small schools. Collectively, the activities as listed would serve to describe one facet of the WSSSP in Nevada.

While the WSSSP for Nevada has been able to implement, at the outset, certain projects designed to more adequately meet the needs of small schools, other needs, together with other approaches, still remain to be faced and developed. As a consequence, a sizeable effort has been directed toward (1) the acquaintance of school personnel with apparent problems, and (2) acquaintance of school personnel with potential methods of solving the problems. Basically, and with no inference of apology, these efforts have been of an in-service nature. As a result of this type of activity, administrators, teachers, parents, university personnel, and members of the State Department of Education, have had (in varying degrees) exposure to various forms of educational media. (Both extant and emerging.)

As a result of the exposure to educational media, together with the myriad number of applications of the same, it is hoped that the smaller schools in particuliar will be able to visualize many other ways in which the problems of smallness, remoteness, insulation, and isolation might be solved.

Efforts and activities relating to the Western States Small Schools Project for Nevada have required, as might well be expected, a considerable amount of time and energy. Such expenditures of time and energy in a project such as WSSSP do not rest with the Project Director alone. Instead, it should be noted and emphasized that if the sum total of time and energy

devoted to the active support of the project were examined, it could readily be seen that a large portion has been furnished by the people within the schools, the universities, and the State Department of Education. Without the demonstration of cooperativeness by all concerned, the success, or impact, of the WSSSP would probably be a rather nebulous thing. With such cooperation and working relationships, the WSSSP has been able to work toward (and progress toward) attainment of the overall goals established for it.

CURRENT ACTIVITIES
(1965-66)

GENERAL STATEMENT

While the various projects carried out under the auspices of the Western States Small Schools Project for Nevada have already been either enumerated to or alluded to, it would be well to examine each in more detail.

As will be noted, in most instances only tentative conclusions can be offered. The WSSSP for Nevada is based on a proposal calling for a three-year project. It follows, therefore, that any evaluation or judgement made must serve as indicators of what may be, at a later date, fairly valid results. The results, however, must come at a later date.

The preceding statement should not imply or infer that evaluation of the several projects has not taken place. To the contrary, many evaluative efforts, varying from the informal, highly subjective type, to the more sophisticated, objective type, have been made. It is contemplated that such evaluative measures will be maintained as the project continues to develop, and that the results (or information) obtained will be a part of the final report.

ART-BY-TELEPHONE

In a very basic sense, this project was conceived as a result of a problem shared by smaller schools throughout the nation, viz., that of locating and employing highly specialized teachers. To put it another way, small schools have, generally speaking, had very little success in acquiring the services of teachers who are competent in the highly specialized subject areas. As a result of the lack of qualified personnel in their schools, administrators have usually simply omitted such subjects from their curriculum, even though they themselves could see the need. The only apparent alternative to the administrators, in situations where qualified teaching personnel were not available, was, as has been indicated, to not offer the course.

With the above in mind, and as a result of exposure to the concept of "telephone teaching," a group of school administrators together with a highly creative teacher, indicated that they felt that an easily identifiable need of small schools could be met through the use of telephone facilities and media. As a result of conversations with and between Mr. Blaine Allan, Principal, Virgin Valley High School; Mr. George Behunin, Principal, Lincoln County High School; Mr. David Anderson, Principal, Pahranagat Valley High School; Mr. Roy Smith, Principal, Wells High School; and Mr. Michael Clarke, Art Instructor, Virgin Valley High School, it was formally proposed that a regular course in art be taught to the students in Wells, Panaca (Lincoln County High School), Alamo (Pahranagat Valley High School) and Mesquite (Virgin Valley High School) by means of the amplified telephone, conference bridge, and "coordinated visuals." Plans were formulated in the late summer months, and the course became a reality shortly after the beginning of the 1965-66 school year.

The art-by-telephone project, as it was conceived and planned, called for one formal lesson (of an hour's duration) to be presented by Mr. Clarke each week. The lesson itself was to be presented via amplified telephone to the schools, which were "tied" together on a conference call. (Because of the nature of scheduling conference calls, each participating school scheduled "art" for a specified time.)

In addition to the verbal presentation, each school would receive, in advance, what have been referred to as "coordinated visuals" for use during the telephone presentation. (These materials, consisting of overhead transparencies and color slides, were prepared by Mr. Clarke and distributed to the schools where they were viewed by the class in conjunction with the telephonic presentation.)

In addition to the mode of instruction noted above, it was the considered judgement of those responsible for the planning that some personal teacher-pupil contact be had. Consequently, it was planned that Mr. Clarke would visit each school four times during the first semester, and that he would, at the same time, "teach" the class from each of the several locations.

As each school offered the art class as a regular part of its curriculum, and because more time than the one hour per week (by telephone) would obviously be needed by the pupil, regularly scheduled class times were provided by the several schools. During this period, and under the supervision of a member of the local faculty, the students enrolled in art would work on the lesson or assignment which had been given by telephone. (In every instance the schools tape-recorded the telephone lesson, and thus the pupils were able to refer to it throughout the week.)

The project as planned was carried out with few modifications. An evaluation was made at mid-year by the principals, teachers, and pupils, and this, while generally very favorable, did indicate that some procedural

changes were necessary. These changes were instituted during the second semester.

A more formal evaluation was made during the second semester by a team of specialized university personnel.

The reports submitted by the evaluative team (based on student interviews, on-site observations, parental interviews, and teacher interviews) indicate that the project has achieved a greater degree of success than might reasonably have been expected. In this regard, it might be noted that the students, most of whom had never been exposed to any type of formal art training, were able to display their own creations (oils, water-colors, charcoals, etc.) at the Virgin Valley Fine Arts Festival. Perhaps the paintings which were displayed at this festival are, in the final analysis, the most valid form of evaluation.

The project has clearly demonstrated that specialized personnel can be utilized in this manner, and that highly satisfactory results can be obtained. This is not to say that problems are not to be encountered, however. The "master teacher," for example, if he is to make the "on-site visits", must be gone from his own situation, and this in turn poses a problem with regard to his own teaching obligations. Another problem developed when time changes (because of Daylight Saving Time) were effected in some of the participating schools and not in others. These were problems, but they certainly were not insurmountable. In fact, as this report is being written, plans are being made for the course to be offered again, with the participating schools assuming the major portion of the costs.

It is anticipated that a separate publication describing this project will be available for distribution in the near future.

IN-SERVICE EDUCATION BY TELEPHONE

In another attempt to solve some of the problems relating to smallness, isolation, remoteness, etc., a project involving in-service education (at the college level) was planned and implemented. In this particuliar project, the basic problem (common to many small schools) consisted of the inability of teachers serving in the remote areas of the state to participate in professional education courses or "professional growth" activities which, incidentally, are available to teachers in the more urban areas.

As the basic problem was examined, and as alternatives were considered, the project described here emerged. It was, as has been stated in the introduction, an attempt to demonstrate that such courses could be made available to the smaller schools of the state if existing technological and educational media were used. It was carried out, evaluated, and reported. (The report is included as an appendix to this report.)

While the project was successful in the sense that it did serve to demonstrate both the feasibility and effectiveness of this mode of teaching, it is doubtful that such courses will be made available by the university in any quantity. As with so many facets of education, there are "stumbling blocks" which do result in what might be described as "slowness." There, however, relate more to the mechanics of operation than to anything else, and will, in time be overcome.

It is highly significant that recommendations contained in the report were accepted by the university council, and that the precedent for such courses has been established. As a result of such precedent, schools in remote areas can state their "professional growth" needs, and be assured that there is a way in which these needs can be met.

PROJECT LEEP (ELEMENTARY FOREIGN LANGUAGE PROJECT)

In recent years there have been several developments relating to elementary foreign language programs which have resulted in concerns among educators, parents, and students alike.

Perhaps the major development consisted of the establishment of the FLES programs, which were supported, in part, by federal funds. Under the FLES program, foreign language study was introduced into many elementary schools. The effect, or impact, of such programs was undoubtedly good in that pupils were receiving foreign language instruction at an earlier age than ever before. But there was a side effect (predictable perhaps) which caused pressure to establish such programs everywhere.

Because of the popularity of the programs in elementary foreign language, and because of the dearth of specially trained teachers, publishers, taking advantage of emerging technology, more or less flooded the market with so-called self-instructional materials. As a result of (1) the pressure to establish programs of this type, (2) the lack of specially trained teachers and (3) the unknown quality of materials in use, many schools instituted elementary foreign language programs which were in many instances, lacking in quality. Because of this, and because of the emerging need to establish guidelines for any such programs in Nevada, a cooperative project involving the WSSSP, the State Department of Education, and several schools, was designed. The project, as written, is as follows:

PROJECT -- LEEP*

A Western States Small Schools Project In Elementary Foreign Languages

NEEDS

At the present time, what with mobility of population, ease of transportation, etc., the need for comprehensive training in foreign languages is perhaps greater than at any other point in history. Statistics indicate that a very sizable number of thos pupils presently enrolled in our schools will, during their lifetimes, spend more than one year outside the geographical boundaries of the United States.

In an attempt to provide educational opportunities in foreign languages as soon as possible, programs have been instituted in many elementary schools throughout the nation (FLES). These programs obviously are designed to provide basic understandings which lead to mastery (at a later time) of a specific foreign language. At the same time, other benefits, more or less of a serendipidous nature, accrue to the pupils. However, such programs (FLES) are to be found, as a general rule, only in those elementary schools which are situated in the more urban centers of population. Those elementary schools in rural settings have not been able to attract teaching personnel either trained or qualified to teach a FLES program. Consequently, most small elementary schools have not been able to provide any program in foreign language.

ASSUMPTIONS

Before developing a plan (and procedure) which would seem to hold some possibilities for FLES programs in the smaller rural schools, several assumptions must be made. Among these are:

1. Elementary pupils will benefit in several ways from FLES type programs.

2. Pupils can learn by using technological devices, prepared materials, etc., with a minimum of specialization on the part of the elementary teacher.

3. Materials, specialized equipment, etc. are available.

GENERAL PLAN

It was proposed that three or four[1] smaller elementary schools be identified to participate in a foreign language program involving pupils

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*La Lengua Extrajera en la Escuela Pequena (Translation: Foreign Language in the Small School)

[1]Two additional schools were added to the project in order to provide a complete program within the district.

in the fifth and sixth grades. (Such schools as may be identified should not be offering foreign language programs at the present time, and the teachers involved should not have a high degree of foreign language training.)

The teachers from the several schools would be given orientation in the use of materials specifically designed to be used by teachers having a minimum of training, and would work closely with the Foreign Language Consultant of the State Department of Education.

Pupils enrolled in the grade levels indicated would be taught in their respective schools by their own local teachers. The foreign language Consultant would act as advisor and/or consultant for the schools.

IMPLEMENTATION

In order to implement the plan as outlined above, and in order to deliverately assess the value of "self-instructional materials" to small elementary schools, the following procedure was suggested:

Participating Schools:

Pioche Elementary	Pioche
Panaca Elementary	Panaca
Caliente Elementary	Caliente
Alamo Elementary	Alamo
Mesquite Elementary	Mesquite
Indian Springs Elementary	Indian Springs

Course Description:

While the demonstration project outlined herein is, in the broadest sense, an attempt to assess the value of certain types of materials, it is at the same time directed toward assisting small elementary schools in offering a more comprehensive program. In view of this, a foreign language program (Spanish) has been selected as the demonstration course.

The course in elementary Spanish is made up of fifty-four lessons which ostensibly cover a three-year period (eighteen lessons per year). The materials which will be used call for a daily class period of twenty minutes, and allow for an absolute minimum of teacher specialization in the subject matter. Instead of "teacher expertness," tapes, filmstrips, films, and printed materials will be used.

Materials:

La Familia Fernandez, Encyclopaedia Britannica Films, Inc.

A. Student Visually-cued Texts (Lesson 1 - 18): one per student per year
B. Student Manuals (Lessons 1 - 18): one per student per year

C. Drill Tapes: two sets
D. Test Tapes: two sets
E. Filmstrip Set: one per set per school
F. Films: two sets
G. Teacher's Manual: one per school

Teacher Orientation:

Upon identification by the schools concerned, the several teachers were brought together for a two day orientation workshop. At this time the teachers became thoroughly familiar with the materials, as well as with the methods to be employed while using them. Additionally, the teachers became familiar with the general scope of the course.

Consultants for the orientation workshop consisted of a representative of the publisher and Mr. Merlin Anderson, Consultant for Foreign Languages, State Department of Education.

Participating teachers will meet with Mr. Anderson for a minimum of two days every six weeks, in order to discuss problems and strengths of the program, and to plan for future units.

Financial Details:

In examining the financial aspects of this experimental project, one should keep in mind the roles and responsibilities of the WSSSP, the State Department, and the local district. As the project is envisioned, each agency will contribute, even though to somewhat varying degrees.

The WSSSP, in accordance with its basic policies, will provide for travel, per diem, and substitute teachers when workshops or other meetings are held.

The State Department, primarily in the person of Mr. Anderson, will provide for on-site visitation and observation, as well as for consultative services. In addition, the State Department, through NDEA, will make available those NDEA funds that can legitimately be used for this purpose.

The local school district(s) will provide for the teacher, the facilities, and thos items of material and equipment deemed necessary, either on a matching or non-reimbursable basis.

A cost breakdown of materials and equipment, together with suggested NDEA matching potential, is shown below on a per school and per project basis.

ITEM	QUANTITY NEEDED	UNIT COST	TOTAL COST	NDEA
Visually-cued Text	20/school	.95	19.00	-----
Student Manuals	20/school	.95	19.00	-----

Drill Tapes	2 sets/project	72.00	144.00	72.00
Test Tapes	2 sets/project	54.00	108.00	54.00
Filmstrips	1 set/school	72.00	72.00	36.00
Films	2 sets/project	540.00	1080.00	540.00
Teacher's Manual	1/school	12.00	12.00	6.00

Another method of examining financial possibilities would be to examine the basic "package", which indluces all tapes, filmstrips, films, and student materials sufficient for twenty-five pupils. To this would have to be added the additional student materials, filmstrips, and teacher's manuals as necessary. Using this method of computing costs, the figures would be:

Basic Package	Films	1 set (18)	$ 540.00	$ 540.00	$ 270.00
	Filmstrips	1 set (18)	72.00	72.00	36.00
	Drill Tapes	1 set (18)	72.00	72.00	36.00
	Test Tapes	1 set (18)	54.00	54.00	27.00
	Teacher's Manual	1	12.00	12.00	6.00
	Visually-cued Texts	25	.95	23.75	-----
	Student Manuals	25	.95	23.75	-----
Additional Materials Required	Films	1 set (18)	$ 540.00	$ 540.00	$ 270.00
	Filmstrips	5 sets	72.00	360.00	180.00
	Visually-cued Texts	150	.95	142.50	------
	Student Manuals	150	.95	142.50	------
	Teacher's Manuals	5	12.00	60.00	30.00

Gross cost for six schools (materials)	$ 2043.00
Less NDEA	855.00
Net cost for six schools (materials)	1188.00
Net cost per school (6)	198.00
Net cost per pupil (24 per school)	8.20

EVALUATION:

Evaluation of the students, as well as the program as a whole, will be carried out by Mr. Merlin Anderson, Foreign Language Consultant, in cooperation with Mr. Dave Jesser, WSSSP Director, State of Nevada. It is also planned to employ the services of University personnel from within and without the state to assist in overall evaluation of the program.

Various media of evaluation will be employed, viz.,

A. In-class observation
B. Random oral testing by consultant
C. Comparison of scores on tests taken by classes taught by language specialists and classes taught by the teachers in the experimental project.

D. Consultation with classroom teachers
E. Evaluation by University personnel
F. Consultation with local administrators

Due to the nature of language and language programs, the evaluations will be of a subjective nature.

The project, as described, was carried out during the 1965-66 School Year, and will continue, on a sequential basis, for the remaining years of the WSSSP for Nevada.

Evaluation of the first year's operation has taken place, and is presently being written. The results of the evaluations which have been made do, however, seem to indicate that there is no appreciable difference in achievement between elementary classes in which a highly specialized teacher is used and those in which a non-specialized teacher is used. (It should be noted that, as a part of this project, non-specialized teachers were given a certain amount of training and orientation.)

Should the results as are indicated above remain, the smaller elementary schools will have, at some future date, the wherewithal to provide for a somewhat broader curriculum (inclusion of foreign language) for their pupils. At the same time, if the results are maintained, the foreign language consultant will be able to provide interested people with valuable guidelines for both teacher preparation and teacher certification.

CAREER SELECTION EDUCATION PROGRAM

While the activities described in the previous sections have been of a diverse capacity nature, and as such have been concerned primarily with the WSSSP for Nevada, the Career Selection Program is in reality a five-state "umbrella" venture. As it is a five-state operation, it is reported elsewhere. However, a brief description of the Nevada portion is included in this report.

Two schools in Nevada were selected for participation in the Career Selection Education Program, and programs have been inaugurated in these schools. The CSE schools, together with the names of those involved, are:

Tonopah High School
Tonopah, Nevada
Mr. Joaquin Johnson, Principal
Mr. Ed Valencich, CSE Instructor

Virgin Valley High School
Mesquite, Nevada
Mr. Blaine Allan, Principal
Mr. Dean Lee, CSE Instructor

Because of the development aspect of the overall program, the programs are to be found in the separate schools differ somewhat. However, in terms of overall goals and general operation, they are similar. The following outline report from Virgin Valley High School may be considered as being typical:

CAREER SELECTION ACTIVITIES - 1965-66

Virgin Valley High School

EMPLOYMENT PREPARATION CLASS:

The course outline is attached which details the two-semester Employment Preparation Class. In addition to the details found in the course outline, the following supplemental information is given:

Audio-Visual Experiences: Black and White and color films shown to Employment Preparation Students:

		Minutes
1.	"Knowledge and Skills	21
2.	"Summer of Decision"	28½
3.	"The Big Question"	28
4.	"Future Unlimited"	12½
5.	"Helping Hands for Julie"	26
6.	"C.P.A."	29
7.	"Trouble in Paradise"	13
8.	"Time and Taxes"	15
9.	"The Inevitable Day"	15
10.	"Then & Now"	30
11.	"Distributive Education"	30
12.	"The Road Ahead"	26
13.	"The World is Yours"	26
14.	"You are not Alone"	26
15.	"A Morning for Jimmy"	26

All of these films were vocational films designed to inculcate thinking about careers and were usually received with interest and thoughtfulness.

7TH GRADE ORIENTATION TO WORLD OF WORK:

Total class time involved: 42 hours (one 6-week term).

Materials:

Film strips:
1. Who are you?
2. What do you like to do?
3. What good is school?
4. What is a job?
5. Job families

S.R.A. Kit - WORK (Widening Occupational Roles Kit).

Tests: California Test Bureau Occupational Interest Inventory (self-scoring).

Miscellaneous: Students were asked to state their job preferences and to list their hobbies, as part of the structure in getting them to think about jobs.

This group of twenty-five students received this course with enthusiasm and each one undoubtedly did more thinking about careers than all the previous years of their life put together. Of course, it is hoped that each one was able to get an inner glimpse of his personal fields of interests and abilities and that he will look upon career selection with more realism.

One of the outstanding indications to come to light as a result of conducting this orientation class on the 7th grade level was the rather obvious fact that these kids had never really thought about their abilities, interests or careers. Some of them were so far from this sort of thing that they were unable to define the job which their father maintained.

There appears to be a real need for stimulation of vocational thinking

during the earlier grades. One way to accomplish this which is recommended would be through the use of vocationally centered remedial reading books.

An in-service training course was taken by the Career Selection Agent to better prepare implementation of this orientation course.

JOB BROCHURES:

Our job library contains current brochures listing specific job facts from many sources. The four main sources are:

1. Chronicle Guidance Publications
2. Science Research Association
3. Occupational Outlook Handbook
4. United States Government Printing Office

Altogether, there are approximately 1,500 job brochures available to those who care to use them.

CAREER DAYS:

Large and small group instruction by outside resource people added to career selection thinking:

1. Rex Ellsworth, multi-million dollar breeder of famous race horses
2. Armed Forces
3. Air-space Agency
4. Mr. Prieto, Famous Ceramist
5. Stevens-Henegar School of Business
6. Tate Beauty School

EVALUATIVE INSTRUMENTS:

Through the use of several instruments, an attempt was made to help students determine their own interest fields and abilities. Those instruments were:

1. Self-inventory analysis (Chronicle Guidance Publications)
2. Discovering Your Real Interests (SRA)
3. Kuder Preference Record
4. Occupational Exploration Kit (SRA)
5. Choosing a Career (Coronet Programed Text)

These instruments are all self-scoring and provide some indication of interest values and aptitudes. The D.A.T. was not available to the 10th grade during the year, but was administered to the 9th grade. The cumulative file will contain D.A.T. scores for the coming year's employment preparation class. These scores, combined with the five items mentioned above, will comprise a battery of "indicators" for individual assistance in career selection.

Of course, it is realized that even under the most ideal situation, interest or any other assessment tests are often poor guides and fail to adequately project or reflect.

EXPLORATORY COURSE IN BUSINESS:

A. Salesmanship: Selling encompasses more jobs than any other category of occupations and students became aware of essential qualities and requisites for selling jobs. Personal grooming and apparance was included in this study, as well as how to apply for jobs.

B. Taxes: The course, provided for high schools by the Internal Revenue Service, was taught to all students. Through this short course, personal as well as business taxes were worked out.

C. Bookkeeping: During this course, personal budgeting as well as business problems were taught. The essential records kept by small businesses were studied and worked out. Students thus became aware of what the small proprietor must provide in the way of business records. Payroll accounting was one of the items covered which explained the payroll deductions which would be taken out of their checks when they began to earn money.

D. Shorthand: This was an interesting prognostic experiment aimed solely to determine aptitudes among the various students for training for stenographic work.

ON-THE-JOB-PROJECTION:

Those students in the 11th and 12th grades who have had the employment preparation class will be screened concerning those who are college bound and non-college bound. The non-college bound, who are found to be eligible by the C.S.A., will be placed on part-time jobs supervised by the CSA and the employer.

Students who were members of the 1965-66 employment preparation class who are working during the summer of 1966 are:

Name	Employer	Position	Full or Part
Abbott, Lyman	Clark County School District	Ass't. Janitor	Full
Anderson, John	Western Village	Fry Cook	Full
Jensen, Valarie	Frost Spot	Fry Cook	Full
Lee, Vickie	Frost Spot	Car Hop	Full
Leavitt, LaVon	Sun Publishing Company	Paper Carrier	Part
Mattson, Bonnie	Western Village	Waitress	Full
McCarty, James	Clark County School District	Clerk-Typist	Full
Reber, Helen	Blue Dot Cafe	Waitress	Part

These students are not being supervised during their summer work by the CSA but it is hoped that they will be better, more understanding employees by having had the employment preparation class last year.

ON-THE-JOB TRAINING:

Although this phase of the total CSA program is not planned to get off the ground until next school year, there was one such experience to report.

Nursing on-the-job training: A 12th grade student, Mildred Flanders, spent a full week (40 to 50 hours) at the Dixie Hospital,

St. George, Utah. Her training covered the full range of experiences alloted to trainees. She was able to draw a conclusion in favor of becoming a nurse as a result of getting first-hand knowledge of what is expected of a nurse in a city hospital situation. The training program was arranged by the C.S.A. through the hospital administrator.

VOCATIONAL COUNSELING:

To the person, particularly the parent of students with whom we work in the career selection program, who is not aware of the many facets involved, it would appear that vocational counseling is merely the process of fitting round pegs into round holes. Of course, it isn't that simple.

An acceptable vocational counseling program involves at least six steps and, listed in priority order, these steps would be:

1. In working with the counselee, the first thing to do is to state the problems involved in career selection.

2. The career selection agent must gather data about the counselee and let him know what approximate opportunities are available to him.

3. Evaluate the gathered data - see how it fits in each individual case. This is the process of building a picture of the counselee, of his environment, and of his opportunities.

4. Build an hypothesis and identify alternatives.

5. Come to a decision.

6. Follow through; offer on-the-job experience.

Vocational counseling is a rather complicated process and not nearly so simple as it may seem. The danger involved here is that of jumping to points four and five too quickly which would defeat the whole structure. Points two and three are complex items and must be handled skillfully.

CAREER SELECTION CONFERENCES AND WORKSHOPS:

Many fine helps have come out of the career selection conferences and workshops which have been arranged both on a state and regional basis.

Conferences and workshops attended:

Cedar City, Utah	September 17, 18, 1965
Tonopah, Nevada	December 2, 1965
Salt Lake City, Utah	January 24, 25, & 26, 1966
Carson City, Nevada	February 23, 1966
Las Vegas, Nevada	May 12, 1966

These meetings have provided thinking not only of other CSA's but also of professional personnel in the areas of:

1. Leadership
2. Communication
3. Community rapport
4. Follow-up procedures
5. Career choice and career planning
6. Occupational and educational aspiration measures
7. Demonstrations:
    a. Ampliphone
    b. Tele-writer
8. Cumulative records
9. Profile charts
10. Evaluative processes and research

As with other aspects of the WSSSP for Nevada, it is too early to assess the Career Selection Program with any degree of finality. It is, however, possible to say that those acquainted with the program are both pleased and enthusiastic. The program will continue, and will be continuously appraised. As the continuing process of appraisal takes place, changes or modifications will very likely take place as well. The net result will be, hopefully and probably, a much better understanding of ways in which the smaller high schools can more adequately meet the broad vocational needs of their pupils.

WORKSHOPS AND DEMONSTRATIONS

A major goal of the WSSSP for Nevada is, and has been, that of acquainting both teachers and administrators of the smaller schools with emerging technological media, existing educational media, emerging concepts of instruction, etc. Toward this end the WSSSP for Nevada has either sponsored totally or has assisted with the sponsorship of a number of workshops and/or demonstrations. Included in these were:

(1) Summer Workshop, 1966

The 1966 Summer Workshop was held on the campus of the University of Nevada, Reno, from June 11th through June 15th.

The workshop had as its general theme that of innovation. Some eighty teachers attended the event, and were priviliged to be able to share ideas with educators such as:

Mr. Merlin D. Anderson	Nevada State Department of Education
Dr. Edmund J. Cain	Dean, College of Education University of Nevada
Mrs. Gloria Carnal	Gallup-McKinley Schools (New Mexico)
Mr. Michael J. Clarke	Virgin Valley High School (Mesquite, Nevada)
Dr. J. Clark Davis	University of Nevada
Dr. Don Delay	Stanford University
Mr. John R. Gamble	Nevada State Department of Education
Mr. Richard Gunkel	Nevada State Department of Education
Dr. Norman Hyatt	Utah State Department of Education
Mr. David L. Jesser	Nevada WSSSP Director, Nevada State Department of Education
Mr. James Kiley	Nevada State Department of Education
Mr. Robert King	Superintendent of Schools (Meeker, Colorado)
Dr. Dell C. Kjer	President, Association for Childhood Education International
Dr. Rosella Linskie	Encyclopedia Britannica Press
Mr. Robert L. Lloyd	Nevada State Department of Education
Dr. Albert Mazurkiewicz	i/t/a (Lehigh University)
Dr. James McConnell	Stanford University

Mr. Marvin L. Moss	Principal, Vetarans' Memorial School (Reno, Nevada)
Dr. William Odell	Stanford University
Miss Flo Reed	Nevada State Department of Education
Dr. Ralph Robinett	Dade County (Florida) Public Schools
Mrs. Nellie Thomas	Open Court Publishing Company
Dr. Stinson Worley	University of Nevada

(2) Foreign Language Workshops

As a part of the training and orientation procedures used in Project LEEP, some six two-day workshops and a week-long workshop have been conducted in cooperation with Mr. Merlin D. Anderson, of the State Department of Education. Some of the workshops were conducted by Mr. Anderson, while others were conducted by "outside experts".

It is the considered judgement of those connected with these workshops that they (the workshops) have played a very necessary role in terms of project success.

(3) Demonstrations

During the initial year of the current WSSSP for Nevada two major demonstrations of educational and technological media were conducted by WSSSP. These were (2) a demonstration of the Victor Electronic Remote Blackboard, and (b) a demonstration of the use of videotapes in the teacher education process.

(4) Five State Conferences and/or Workshops

In addition to the activities of this type which have been unique to Nevada, numerous teachers and administrators have been actively involved in conferences and workshops conducted at the five-state level. These have been directed toward (a) Flexible Scheduling, (b) Individualizing Instruction, and (c) Career Selection Education.

APPENDICES

APPENDIX A

BOOKS FOR CHILDREN

INTRODUCTION

Nevada is a state of many extremes and apparent contradictions. It is a state in which there are areas of intense growth and development, and it is a state in which are located some of the most desolate areas of the nation. It is a state in which the average per capita income is among the highest in the nation, and it is a state in which some eleven per cent of the population have annual incomes of less than $3,000.00. It is a state in which are located some of the finest school facilities in the nation, and it is a state in which are located some of the smallest, most isolated, schools in the country. In short, there literally may be found in Nevada almost any kind of condition or situation: wealth or poverty; density of population or sparsity of population; irrigated valleys or desert wastelands; good schools or poor schools; advantaged youngsters or disadvantaged youth.

It is the latter - - - the disadvantaged youth - - - at whom this proposal is focused. In particuliar, this proposal is directed toward those who might be considered as being doubly disadvantaged in the sense that the youngsters in this group are located in remote areas, and they are by and large from very low income families.

PROPOSAL

With support in the form of a grant from the Fund for the Advancement of Education to the Western States Small Schools Project for Nevada, it is proposed that a collection of "enjoyment" reading books, be placed in approximately fifteen rural, deprived, elementary schools of the state.

PROCEDURE

A committee composed of Miss Flo Reed, Elementary Reading Consultant; Mr. Jack Clark, Elementary Social Studies Consultant; Mr. Robert Lloyd, English and Library Consultant; and Mr. David Jesser, Director for the Nevada WSSSP, has been formed. The functions of the committee are two-fold: First, it will determine those schools in which the needs and potential benefits are the greatest; Second, it will assemble representative book titles appropriate, in terms of individual school populations, to each school.

Because the intent of the proposal is to provide reading books for youngsters, and not to build up libraries, the committee will ascertain, by contracting school officials, that (1) the books will not be accessioned to the library list, and (2) that the books so donated will be considered (if lost) expendable. At the same time it should be noted that individual teachers will be encouraged to promote the widest possible distribution or circulation of the books. This does infer a reasonable amount of supervision.

Should the grant (as discussed previously) be received, the committee will place orders for the books, and will distribute them to the identified schools as soon as possible.

CURRENT STATUS

The State of Nevada, through the Western States Small Schools Project, received a grant of $3,000.00 from the Fund for the Advancement of Education. The grant was made on the basis of the proposal contained in the preceding sections.

Upon receipt of the grant, the plan (and procedure) to acquire "enjoyment" books for children in rural schools was implemented. At the present time all books have been ordered. Upon receipt of the books, committee members will deliver them to the various schools.

Nevada schools receiving books under this proposal, together with amounts expended, are listed below.

Round Mountain		$ 162.47
McDermitt		278.13
Mina		177.82
Denio		176.77
Elgin		83.26
Ruby Valley		178.50
Montello		178.50
King's River		176.26
Austin		166.41
Lund		266.01
Nixon		140.16
Dayton		256.74
Yomba		157.78
Beowawe		253.42
		$ 2,652.23
	Shipping and Handling	347.77
	TOTAL	$ 3,000.00

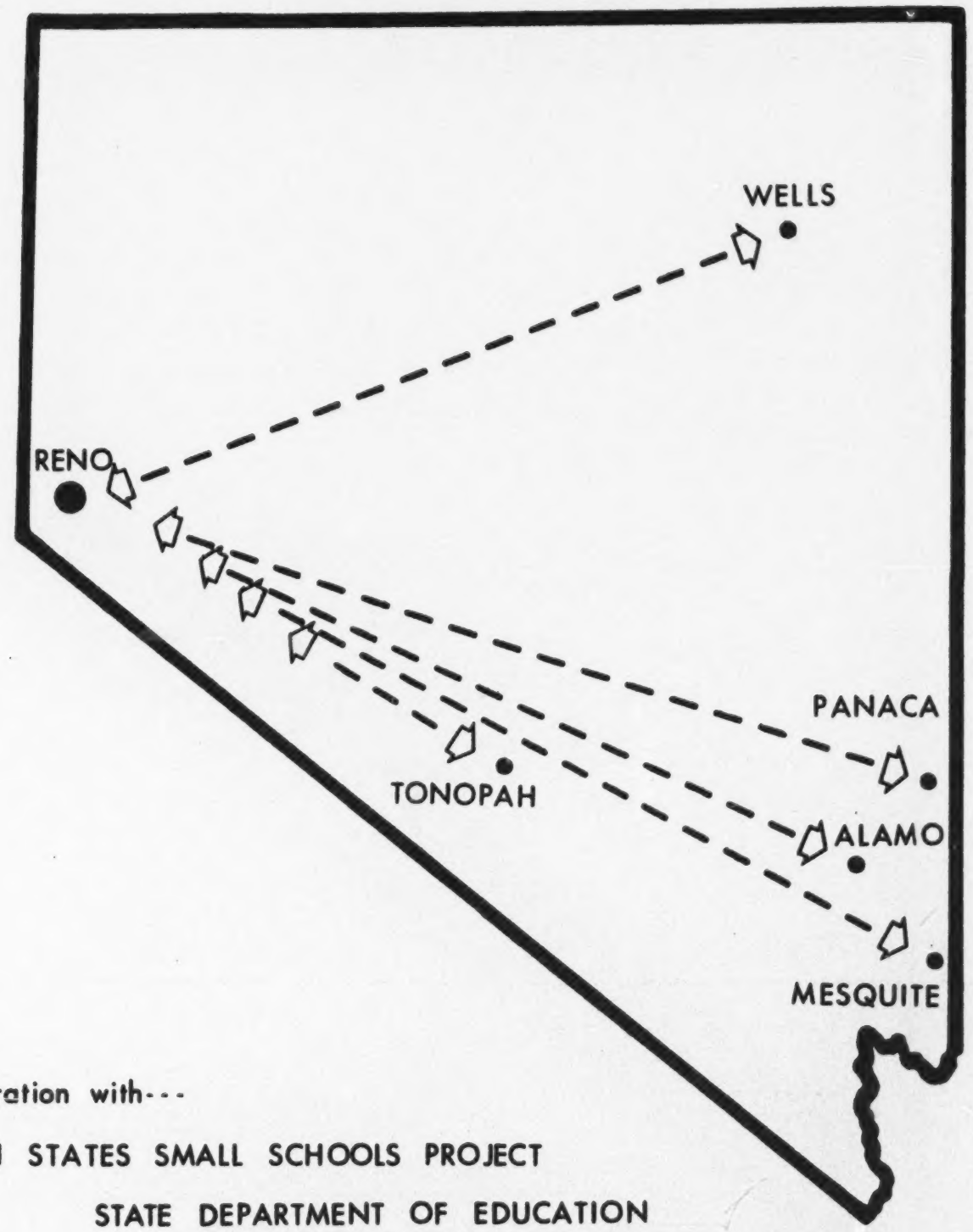
APPENDIX B

AMPLIFIED TELEPHONE LECTURE SERIES

AMPLIFIED TELEPHONE LECTURE SERIES

Presented by

DEPARTMENT OF SCHOOL ADMINISTRATION,
COLLEGE OF EDUCATION,
UNIVERSITY OF NEVADA



in cooperation with---

WESTERN STATES SMALL SCHOOLS PROJECT

STATE DEPARTMENT OF EDUCATION

GENERAL UNIVERSITY EXTENSION, UNIVERSITY OF NEVADA

DAVID L. JESSER
NEVADA W.S.S.S.P. DIRECTOR

BYRON F. STETLER
SUPERINTENDENT OF PUBLIC INSTRUCTION

SEMINAR BY AMPLIFIED TELEPHONE

A REPORT AND EVALUATION

Dr. Thomas T. Tucker
Chairman, Department of School Administration

Dr. J. Clark Davis
Associate Professor, School Administration
College of Education
University of Nevada

and

David L. Jesser, Director
Western States Small Schools Project
for Nevada

INTRODUCTION

Within the State of Nevada there are vast areas in which the population is extremely sparse, and in which distances between centers of population, such as they are, are indeed great. (Highway signs erected by the State Highway Department warn travelers that it is "112 miles to the next gas station".) However, in the population centers, there are schools, and within such schools a continuous recurring problem relating to in-service programs has existed for many years.

The institutions of higher learning have attempted to provide in-service programs for many of the teachers in outlying areas. The General Extension Division, for example, has made every effort to offer courses wherever they have been needed, and wherever there could be a number of enrollees sufficient to defray the costs. Such efforts reflect a genuine concern of institutions of higher learning, but because of the necessity of having a specified number of enrollees, participation in extension courses has been limited to a comparitively few areas. The smaller school, having a total faculty of eight, and being located ninety miles from the next school, was still, in effect, denied participation.

In an attempt to explore possible ways in which teachers in small schools might have access to quality in-service education programs, the Western States Small Schools Project and the University of Nevada cooperatively sponsored a pilot program involving the use of the amplified telephone and the conference bridge technique. The program, as it was carried out, is described on the following pages.

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GENERAL DESCRIPTION

The tele-lecture course "Critical Issues in Education," taught jointly by Drs. T. T. Tucker and J. Clark Davis, was recently made available to the member schools of the Western States Small Schools Project in the State of Nevada. The amplified telephone lecture series was devised as a means to reach undergraduate and graduate students now teaching or in administrative positions who live in remote areas of the state. This method of presentation made use of textbooks, discussion groups, tape recordings, transparencies and amplified telephone conference calls.

The experimental course was organized and presented by the Department of School Administration, College of Education, University of Nevada, in cooperation with the Western States Small Schools Project and the Extension Division of the University of Nevada. The costs of the amplified telephone seminar experiment were partially subsidized by the Western States Small Schools Project which paid for the telephone toll charges. Each student paid $15.00 to underwrite the remaining cost of the experiment. The Extension Division of the University of Nevada assumed the responsibility for administering the course.

Personnel from five communities participated in the course. The communities and schools were all located in remote rural areas of the state. The areas involved were: Tonopah, Panaca, Alamo, Mesquite, and Wells.

One semester hour of graduate credit or undergraduate credit was offered; forty-four persons received credit. Each student taking the course received either undergraduate or graduate credit. There were no auditors.

COURSE CONTENT, REQUIREMENTS, AND METHOD

A. Content

The following topics were utilized for the course. Some topics were discussed over two lecture periods and others were discussed for just one period of instruction.

Developing American Character Through the Public School

Education in Our American Culture

Can Education Change?

Development of Attitudes and Policies in Public Education

Public Relations and Its Influence on Education

The Pursuit of Excellence

Should Students be Grouped According to Ability?

Homework or Not

B. Course Requirements

Course requirements were as follows:

1. Read the complete text: Crucial Issues in Education, Third Edition, Ehlers and Lee.
2. Select seven readings, analyze the readings presenting the major ideas and state why you agree or disagree with the article. Length of this paper should range from a minimum of seven pages to a maximum of eleven typewritten pages. (You may want to refer to periodicals wherein you may find writers dealing with the same issues. Be sure to add these to your bibliography.) Use your preferred style of writing and footnoting.

3. Take a final examination over material presented.

4. Complete an anonymous evaluation form concerning the effectiveness of the course.

C. Methodology

A tape was sent each week to all communities providing them with subject material for the topic to be discussed on the next tele-lecture. Some of the tapes were prepared by national figures, such as Margaret Mead and Leslie Kindred, while other tapes were prepared by the Department of School Administration.

Whether the student listened to the tape individually or in a group was left entirely to the discretion of the student. Some listened to the tapes as a group and others listened to the tapes when they could work it into their daily schedule. The idea for having the students review the tapes before the tele-lecture was to provide background information that could be used for the discussion period allotted each week.

The tele-lecture presentation usually lasted from forty to forty-five minutes once a week. For a portion of the time the lecturer discussed the topic for the day. Then time was allotted to the participating students to ask questions and discuss their views concerning the day's topic.

For most of the tele-lectures, the communities were sent transparencies that were to be used during the tele-lecture presentation to emphasize some of the major points that the lecturer wished to make. All students were urged to spend as much time as possible in discussion with other members of the class on the selected topics.

EVALUATION

The evaluation of the student's work was made by reading a paper presented by each member concerning critical issues selected from their text. Also, a final examination was given with five essay questions covering the basic material of the lectures.

Student evaluation of the course was mandatory and this was accomplished by an anonymous completion of an evaluation form. The following information is the complete data gathered from the students' course evaluation sheets. The comments have not been edited and therefore are accurate quotes from the participants.

Student Course Evaluations

	Excellent	Good	Fair	Poor
A. Course Content:				
1. I would rate the material content of the course:	15	26	1	
2. In terms of adaptability to my situation, I would rate the course content:	15	20	6	
3. As a resource book for this course, I would rate Ehlers, Critical Issues in Education:	24	16	1	1
4. The overall course requirements were:	6	19	8	7
B. Method of Presentation:				
5. There was always plenty of time to listen to the taped lectures before the tele-lecture presentation:	3	11	11	17
6. The quality of the taped lectures in terms of voice, diction, speed, etc., was:	11	22	7	2
7. In general, the telephone reception at our listening center was:	11	28	2	
8. The tele-lecture call provided enough time for questions and discussions by students involved:	12	17	12	

	Excellent	Good	Fair	Poor
C. On-Site Considerations:				
9. The option of choosing the time to listen to the tapes was:	12	13	11	6
10. The timing of the telephone conference calls so as to reach participants in the school situation was:	20	17	4	1
11. I would rate the feature of not having to travel to a college center of instruction as:	37	3	2	
12. I would rate our on-site arrangements for listening to tapes, listening to conference calls, etc., as:	20	16	4	1
13. In comparison with off-campus college education courses that I have taken, I would rate this course:	11	27	3	
14. In comparison with off-campus college or education workshops, I would rate this course:	15	24		
15. If another tele-lecture course were repeated with modifications, I would recommend it to my friends:	Yes: 36		No:	
16. I would rather have a two-unit tele-lecture course than one-unit:	Yes: 36		No: 5	

Leadership and Decision-Making ---------- 24

The School Staff and Public Relations ---------- 22

Contemporary Readings in Education ---------- 20

D. General Comments Concerning The Course:

I am disappointed that two credits were not given for the amount of work required.

****

The course provided me with an opportunity to do some reading and study which I would not have done. The association and discussion with teachers in the topics presented was a worth while experience. The tele-lecture course meets the needs of teachers out in the state to participate in extension work.

****

I appreciate the opportunity to participate in this new and different type of college class, and believe it has much potentiality for us in Nevada. The tapes were interesting.

****

I believe the work required would merit two units.

****

More visual aids could improve the course.

****

I enjoyed being one of the "firsts" to achieve stimulating thought plus "credit" via the telephone. I think this is one evidence that we are not in a "rut", and I dare say the people of 20 years ago visualized this medium as one of our useful "tools" in education.

****

Monday or Wednesday is a better day. Too much work for one credit - I'm against homework!

****

Worth-while. Too much work for one credit.

****

Amount of work required for one credit was too great.

****

I feel that, for the amount of work involved, this course should have been a two unit course.

****

I was particularly pleased with the book. There were several times when questions went unasked.

****

I feel that too many assignments were made for one credit. The book was extremely good and very worth-while to read every bit of it. In this area we should have more classes of this type. Let's not penalize rural teachers educationally.

****

Some of the tapes did not reach us in time so that all were not able to hear the tape before the lecture. I believe the time of the year had something to do with this as it was during the Christmas rush of mail. I believe that two credits could have been given for the course as we spent one hour a week in class, a half-hour and sometimes more a week listening to the tape recordings, and we read a text. A paper was written also. I liked the course, and I feel that our school could have received a real boost if all the faculty had taken it so we would have some goals with all the students. The whole faculty needs to work together to teach students to be "good American citizens," as Dr. Tucker gave us as our first goal.

****

Students at listening center should get together for at least 15 minutes to discuss and react to each others views on the subject.

****

I would have benefited from a regularly scheduled period for the taped lectures. Some of the taped lectures in terms of voice, diction, speed, etc., were much better than others. On the whole they were good. The classes we had with questions and discussions were more meaningful. Could have had more student participation. The class started before our upper elementary grades were dismissed. Later we adjusted the class schedule and it was much better. I enjoyed this class very much. I was impressed with the text and intend reading more along this line.

****

On the whole, the course was satisfactory. I did not care for the text as it was very uninteresting and very little connection between it and the lectures. All the lectures were good but the last one by Dr. Tucker on homework was worth the whole course. It was excellent. I wish all of our teachers could have heard it; especially the junior high and senior high teachers.

****

Some of the tapes were poor. (Diction too fast in speaking, subject matter poor) Some of the tapes arrived late and with extra duty such as lunch duty, playground duty and bus duty, all the teachers could not hear all the tapes. Dr. Tucker was and is an excellent lecturer.

****

Too much work for the credit earned. Movies add other audio-visual material where available.

****

There was a general feeling that too much work was required for one unit of credit. Time of the course was not good for us, but best for all concerned. A night should be selected and devoted to just the course itself. Time before and after the tele-lecture is needed. Regular attendance was almost impossible. We need another course or many more of this nature.

****

I considered the tape material less stimulating than any other part of the materials. I think there was plenty of requirements for an hour credit. The tapes did not reach our school in time to hear them before the lecture. I enjoyed the class and hope to take the next if given.

****

The amount of work necessary to complete the requirements of this one unit course - - I would hope future courses would have more realistic requirements. I would also hope that the lectures could be a bit more organized and a little more than just one man's opinion. Granted - some of the lectures were worth-while, others left room for improvement. The tapes should have been previewed and evaluated before they were sent out to the schools. They could be sent out a bit earlier also. It would facilitate large numbers of students, being limited by number of tape recorders, in being able to get an opportunity to hear the tapes before the lectures.

****

Disappointed in tapes. Often inconvenient to play and awkward. Mimeographed summaries of subjects prepared by instructors would be far preferable. I'm not sure the telephone adds too much to a regular correspondence course. This course was too heavy for one credit.

****

This could be a means of reaching into the field with a much needed service that is not now available for many of us. I hope there will be other course offerings of this nature.

****

I felt that the text used for this course was excellent. Some of the tapes were also excellent, but many were not. I feel that the quality of the course would be up-graded if the text were used as a basis for discussion and not the tapes.

****

I thought the course was very worth-while; I felt the term paper was quite a large assignment on top of the other work, for just one credit. I hope we will have the opportunity to take other tele-lecture courses of this nature.

****

I rated #10 low because we were always 10 - 15 minutes late in getting started. We need more courses like this. The course time requirements were high for only one unit of credit.

****

In my varied educational experience, there weren't too many education courses of practical value. The method of the class was excellent in being able to reach so many people in a simulated classroom experience, but the subject matter is just as useful as the majority of educational courses; not too.

****

CONCLUSIONS AND RECOMMENDATIONS

1. According to the opinions of the participants as well as the instructors, the tele-lecture provides a satisfactory instructional technique for reaching remote areas with college level courses.

2 The data leaves no doubt that the course requirements were greater than should be normally expected for one credit of work. If another course is presented in the future, it is recommended that two hours of credit be given for this course instead of one.

3. One drawback in the method of presentation was the fact that a number of students did not have time to listen to the taped lectures before the tele-lecture presentation. This can easily be corrected by sending the tapes out earlier.

4. According to the evaluative data, more time for questions and discussions should be provided for in future tele-lectures.

5. The on-sight arrangements for listening to tapes, listening to conference calls, and watching overhead projections were very satisfactory.

6 Some of the selected tapes left something to be desired in the opinion of many of the participants. A future course could utilize tapes of prepared research data by the instructor as well as a few choice tapes of outstanding speakers on the topics chosen for the course.

7. A very positive reaction to the tele-lecture course was indicated by all participants in that they would recommend another tele-lecture course to their friends.

8. The school administrator in each of the communities supervised the program. All did an excellent job. However, for future tele-lecture

courses, it is recommended that the people selected as leaders for the course in the communities should be paid an honorarium for accepting the additional work and responsibility.

9. The costs of this type of a program are higher than the usual classroom lecture course because of the telephone toll charges. It is recommended that students be charged an additional fee above the regular credit fee to offset the additional costs of the program. The combination of regular credit fee plus a special fee should be sufficient to cover toll, installation, and instructional costs.

10. Technical problems can result when the telephone equipment differs between the several schools. Every effort should be made by those concerned (Extension Division, local school districts, etc.) to insure a high degree of compatability of equipment.

11. There is no doubt in the minds of the instructors that a tele-lecture course can be taught in a very efficient manner to a large number of people in remote areas of the state. It is recommended that other departments and colleges experiment with this media to provide a service to those people who are not able to attend the University during the academic year because of the geographical problems of distance.